

The Library Binder



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LIBRARY BINDING
INSTITUTE

IN THE INTEREST OF
INCREASED USAGE AND
PROPER PRESERVATION
OF BOOKS

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President's Column



In 1956 a total of \$156,000,000 was spent on the nation's 12,000 public libraries. This sounds like, and is, a tremendous amount of money. However, it is less than one third of the amount of expenditure necessary for the minimum standards for service and materials for public libraries. According to

the American Library Association, in order for a public library to adequately serve its area, there should be an annual appropriation of three dollars per capita. With a population of some 170,000,000 people the total appropriation should be well over a half a billion dollars. There are only four cities in the United States which exceed the American Library Association requirements. They are Cleveland, Boston, Pasadena and Springfield, Massachusetts. The average per capita expenditure in the United States is less than one dollar.

What can be done to improve this most distressing situation? For one thing the Library Service Act of 1956 provides Federal funds to help supply much needed library services to some 27,000,000 Americans who have no access to free libraries.

This bill also helped to "stimulate action on the local and state levels" where these federal funds were to be spent. In some states the increase in funds budgeted for library service were increased up to 150 per cent.

However, the availability of federal funds is by no means a panacea. It is, of course, a step toward providing better public library service. In order for public libraries to meet the demands for service, it is necessary for

the library to arouse more public interest. How? It isn't easy or inexpensive. But it can be done. David H. Clift, of American Library Association says "If more adults knew the cultural and recreational benefits their libraries could offer, they would demand financial support for such services. The trouble is that not enough librarians explore all the angles for making their installations integral parts of the community." Cincinnati, Baltimore, Louisville and others are doing it. Can you?

The Specialist

by J. GEORGE ORT

Pres., Art Guild Bindery, Inc.

The world in which we live is a world of specialization and the men and women who compose it are specialists with few exceptions. The complexity of life with its myriads of facets and intricacies in the realms of the physical, the mental, the economic, the technical or scientific fields of endeavor has coerced the artisan, the technician, the scientist and any other person engaged in an established profession to become a specialist.

The humorist would have us believe that at a certain internationally known medical clinic there is a specialist for the left nostril and another for the right. Even in the field of religion we find the "specialist". There is to be found today the "minister of music," the "minister of education," the "youth minister" and the "minister of visitation", all within the same congregation.

The library profession has not escaped specialization. There is the acquisitions librarian, the children's librarian, the gift and exchange librarian, the serials librarian, to mention but a few. Within the so called group of "special librarians" we have the newspaper librarian, the military librarian and the "specialists" in finance, metals, advertising, maps, documents; not to mention medical,

chemical and engineering librarians. The "Jack of all trades" has been doomed to near extinction by the march of progress and its demands on efficiency and production.

What is true of the professions, the technicians and the industrial worker at large, is also true of the craftsman, and time and progress have not by-passed the bookbinder.

The writer can remember when during his years of apprenticeship "bindery," orders included making paper bags for local merchants, sectioned cartons for the shipping of eggs for a nearby hatchery, the framing of pictures and the cutting of mats for artists and art dealers. Hat boxes and lampshades were also among those things the bookbinder was called upon to make and furnish. But for proof of a successful apprenticeship he was required to produce a cloth binding, a ledger or blankbook binding and a volume handsomely bound in half-leather, in addition to a written and oral examination by a panel of journeymen and master binders.

Perusal of the "yellow section of the phone book" of any metropolitan city will reveal a lengthy column of "bookbinders" but it seldom reveals their specialty, any more than lawyers are listed under subheadings of "corporation", "patent", "divorce", "tax" or "wills and estates".

If bookbinders were listed under their specialized fields, we would find such "specialists" as edition binders, blankbook binders, loose-leaf binders, pamphlet binders, "extra" or special binders, job binders and library binders. Each of these represents a definite and necessary branch of the book production industry. While we shall not endeavor to describe their various differences and functions, we want to emphasize that their basic differences may be as great as the difference between a house painter and a portrait painter or an M.D. and D.V.M.

The library binder is, indeed, a specialist. He may be looked upon as the stepchild in the family of binders, which fact may be difficult to refute since his services still receive a lower compensation than his colleagues in any of the other branches, yet by comparison he must have more "know-how" and with the exception of the special binder, he must have greater skill. The very nature of the books entrusted to his care and the diversity of the work for which his services are sought demand extensive training, skill and experience. In addition to these prerequisites the library binder has special machinery and equipment. The oversewing machine is seldom found in any other type of bindery, yet it is the foundation and very life of library binding — a special machine for a very special purpose. The lettering and stamping equipment is also unique and primarily designed for the use of library binders. There are numerous other items of equipment which are exclusive for the use of the library binder, but the one thing

that impresses librarians most when visiting a bindery is the extent of the "rub file." The establishment and maintenance of such a file would in itself entitle the library binder to the designation "specialist." It represents the very blood stream and the life-giving substance to the continued existence of the business and uninterrupted satisfactory service to the customer.

Without a doubt, specialization in practically every sphere of endeavor has brought about benefits to the ultimate consumer as well as to the specialist himself. Specialization of library binding means higher quality, better service and lower prices for work done by experts and for services performed by specialists.

A not infrequent tragedy is when a special job is sent to the wrong specialist. Buyers and purchasing personnel do not always know of the existence of the specialist — the library binder, and as a consequence work which should be done only by a library binder finds its way to a printing plant with "some kind" of a binding department. Such a situation is not uncommon with some industrial concerns or governmental purchasing departments. The result of such a transaction is tragic in several respects. The job is done by workers who have neither the qualifications, the experience, nor the equipment; the Standard for Library Binding is not complied with, either with respect to materials or workmanship; the cost to the firm, and therefore to the customer is nearly twice that what it would be had the job been sent to a library binder. The results usually constitute a series of disappointments: the non-library binder lost money on the job even though his charge was almost double, the customer received an inferior product and paid more for less. Everybody lost because the wrong job was sent to the wrong specialist.

It is absurd to have the main spring of your watch replaced by the mechanic who replaced the broken spring on your automobile, yet the watchmaker and the auto-mechanic might be spring specialists in their respective fields.

It is important that library binding is done by a specialist — the library binder.

TO ALL LIBRARIES and
LIBRARIANS
A Merry Christmas
and
A Happy New Year
from the staff of
THE LIBRARY BINDER

Like
ventur
by ha

Using
block
togeth
trims
blade

MINIATURE BOOKS

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Like all other operations in her publishing venture, Miss Welsh prints all her books by hand.



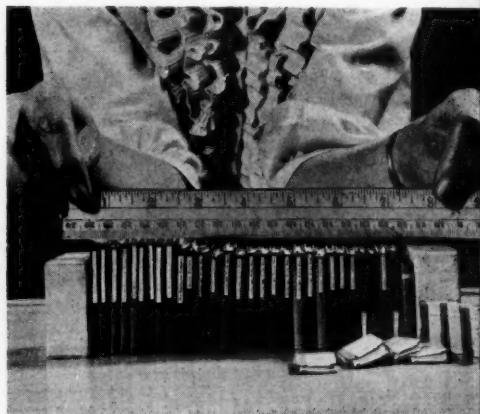
Using vice clamp and blocks to hold pages together, Miss Welsh trims edge with razor blade.



Using an ordinary hammer, Miss Welsh rounds rough edges of binding . . . before enclosing book in hard cover.

Miss Doris V. Welsh has a little hobby that takes some looking into. A full-time librarian in Chicago, she also does some bookmaking. As a hobby, she prints her own miniature editions which range in size from $\frac{3}{4}$ " x $\frac{1}{2}$ " to $1\frac{3}{4}$ " x 2". As author or editor of the volumes, which are mostly on historical subjects, publisher Welsh has also assumed the job of printing them. She sets the tiny type by hand at her home, prints the pages on a small press at the library, and then binds and covers them.

Though not officially for sale, the books are snapped up by eager devotees of miniature literature at prices that run from \$1 to \$7.50, depending on the size and number of pages. In keeping with the size of her venture, Miss Welsh named her publishing house *Le Petit Oiseau Press*, which in French means "The Little Bird".



Miniature books can be stacked many to an inch, but it's a labor of love for Miss Welsh to make them.

The Economic Approach

by LAWRENCE D. SIBERT

EDITOR'S NOTE: This is the text of a message delivered by Mr. Sibert to a group of Michigan Librarians in September. The full heading is: *An economic approach to the problem of Library Book Binding, Prebinding and the Conservation of Books in Libraries.*

It all depends on the point of view as illustrated by this little story. The other day a gentleman from Alaska met a gentleman from Texas and each of them naturally had a point of view. The gentleman from Alaska told the gentleman from Texas that they had enough gold in Alaska to build a wall two feet wide and six feet high all the way around the state of Texas. The gentleman from Texas after studying a moment said — you go ahead and build it and if we like it we'll buy it.

The purpose of my discussion here is to clarify your point of view.

The following verse I found in an issue of *Bindery Talk* which is published by Gane Bros. & Lane, the author seems to be unknown. It is entitled "BOOKBINDER".

Bookbinding is an ancient art, that folds
and sews and trims,

The pages filled with diverse prose, or
poetry or hymns,
And fastens them securely to the cover that
is there,

To help preserve the published tome from
daily wear and tear.

No book can be complete without the good
bookbinder's knack

Of giving his own special touch to both the
front and back.

However skilled the author is, his volume
still depends

Upon the expert workmanship that someone
else extends.

The publisher may love it, and it may win
wide appeal,

But that bookbinder is the one who must
sew up the deal.

Perhaps the oldest form of the art of book binding is called "Fine Binding", a binding usually in a fine grade of leather and featuring artistic decoration and appearance. There is also pamphlet binding, blank book binding, commercial binding, edition or publishers binding, and then there is library binding.

In a school or public library your primary concern is with library binding and with edition or publishers binding. By comparison, library binding is the youngest member of the book binding family. It was a few years before the beginning of this century that

library binding as such really started to function. As in any new industry many different firms had almost as many different ideas about the best way of handling the materials in the libraries of that date. A large number of these were private libraries of doctors, lawyers, teachers, and other professional people. One outstanding feature of most of these early binderies was strength. Appearance was certainly a secondary consideration, and usually this was mostly a matter of neat workmanship. Another feature of library binding in the early days was that all books were bound in one-half leather with cloth sides. Magazines and periodicals were bound with leather backs and corners and cloth sides. Almost every operation was done by hand. Very few machines were used and, in fact, very few machines were available. The sewing used at that time was mostly some type of hand sewing with hinges that varied from practically none to some that were very strong. The hinge in library binding is a piece of cloth that is securely attached to the book and to the cover board. Most volumes had the leather backs glued or pasted tight to the backs of the books, this added strength to the binding, and the leather being flexible the volumes would open fairly well.

During World War I leather became very scarce and so expensive it was no longer practical for use in library binding. A wild scramble to find some binding material that would be satisfactory to libraries and practical for library binders to use began at that time. You see, all lettering and ornamentation at that time was done by hand in gold. Some materials were very difficult to handle including the first Keratols, the first Fabrikoid, and at first, even the starch filled buckrams. No material was flexible enough to use as a tight back on the volumes and this really created a problem and it started the trend toward the standardizing of library binding. Many sewings that had previously been used by some firms had to be discarded because they were impractical for use when the cover material around the back bone could not be fastened tight to the back bone of the book. Oversewing became the standard sewing and at first it was all done by hand. This was a very costly operation of fastening the signatures or sections together. Later the oversewing machine was developed, so that now almost all books that are over one-half inch in thickness that are bound in library binding are sewed on the oversewing machines.

Library binders began figuring out ways to stamp the titles and ornamentations and to find other machines that were adaptable for

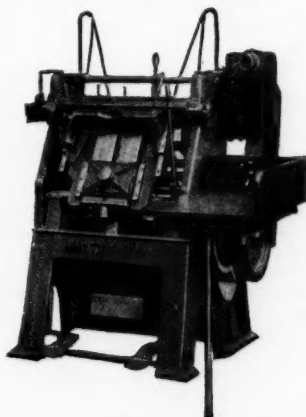
their use. In many cases new machines were developed to take the place of the many hand operations. Starch filled heavy weight buckram was the first material most frequently used and then gradually this changed to pyroxylin filled heavy weight buckram which is the material used almost exclusively since 1940.

Let us go back a few years again to 1908; that was the year I started to work in a library bindery. With others in this industry I struggled through the period of converting from leather to all kinds of materials and finally to heavy weight pyroxylin filled buckram. It was because of this trying period from 1914 to 1920 that our firm exists today. It was a trying period not only for members of the industry but for members of the library profession. Librarians everywhere were having a terrific amount of difficulty and headaches and, believe me, when librarians are having headaches about library binding, library binders also have headaches. Those binders who had used a different sewing than oversewing were finding that their books were breaking open in the stitches. Library binders who were using oversewing at the time were having a terrific amount of difficulty making the books stay into the covers. Because of this difficulty and with the assistance of a number of librarians we developed an oversewing and a hinge to overcome these difficulties and to eliminate the headaches. It was about this same time that librarians and binders began to feel the need for a close cooperation in working together to draw up minimum specifications for library binding. Since then there has been and still is a constant need for close cooperation between librarians and library binders in working out the needs for conserving the materials used in libraries.

Today there is an even greater need for a better understanding by librarians as to what library binding is and what is its proper function. There is the need also to know what is edition or publisher's binding and what is its function. There is the need for an understanding of the difference in the cost of buying books, particularly children's books, in publishers or edition bindings and discarding them when the binding has served its usefulness, or sending them to be rebound in library binding or buying the books prebound in library binding at the time of acquiring them. It is necessary that librarians and purchasing agents have a better understanding of pre-binding and prebound books.

First, what is library binding? There is only one true library binding. It has been specifically engineered to build in the strength necessary to withstand the rigors of normal library usage. It is binding done in accordance with the Library Binding Institute Standards for Library Binding. These standards have a long history of acceptance by librarians and reputable library binders. They were promul-

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gated by librarians in 1932, after a long period of consultation with the association of library binders. They were revised in 1938, 1950, 1952, 1956, and again in 1957. They will be revised again and again as required. These standards represent the minimum requirements for binding all volumes including periodicals that are to be subjected to the normal rigors of library usage.

What is prebinding? Prebinding is the binding of new books in "library binding", i.e. according to the Library Binding Institute standard for pre-library bound new books. These library bindings are distinguished from edition or publishers binding, which are designed for use of the general public where constant usage is not a vital factor.

The book bound in library binding has been carefully prepared and then each section is oversewed separately with strong thread through the pages, and not through the fold to form the book. The end papers and hinges are also sewed to the book. The end papers are designed so when the book is completed they are neatly concealed under the end papers and a piece of strong backlining material is glued around the book. They are then cased into a beautifully decorated heavy weight pyroxylin filled buckram cover. They have had between 31 and 41 different handling operations.

The book bound in edition binding is sewed loosely through the folds of the sections with light thread on a smythe sewing machine. The end papers are tipped onto the first and last sections with paste. A piece of super, which is a light weight loosely woven cloth, is glued around the back. Then the book is cased into a cover made sometimes of paper and sometimes of a light weight cloth.

An example of publisher's binding is a book sold to the individual in a book store for the use of, and by that individual's family and usually within the confines of that individual's home. It is usually read but a few times and then put away and referred to only on rare occasions. A strong binding is not required and would add to the cost and this in turn would reduce the number of books that would be purchased in book stores by the general public.

An example of library binding is the library book that has been bound to withstand the continuous usage by many readers and be taken into many homes. Its length of service and the amount of usage that it can endure is limited only by the quality of paper on which it is printed.

What are prebound books? Prebound books are books bound according to the Library Binding Institute Standard for Pre-library Bound New Books. They are usually purchased from a wholesaling firm that specializes in buying quantities of a title from various pub-

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FIRST WINNER OF LBI SCHOLARSHIP IS LOUISIANA MISS



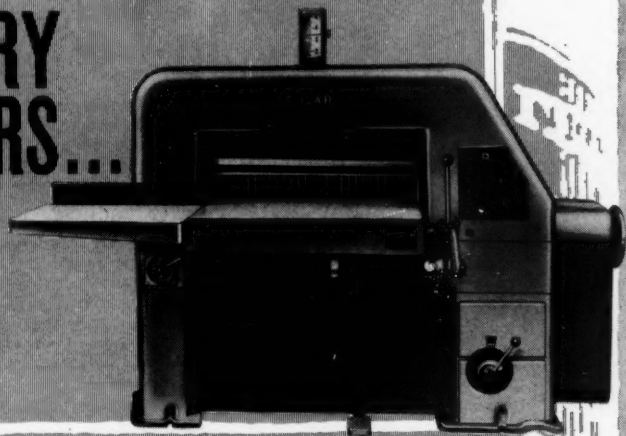
Denver University Student and LBI Scholarship Award Winner, Miss Ruth Carol Scheerer (left), Miss Isabel Nichol, DU Professor of Librarianship (center), and Mr. Melvin B. Summerfield, Public Relations Director of Library Binding Institute (right).

This summer, in a quiet ceremony held on the beautiful and scenic campus of Denver University, with its ivy covered buildings and lush, rolling green lawns, Library Binding Institute's \$1,000 Scholarship Award for 1958 was presented to Miss Ruth Carol Scheerer of Ruston, Louisiana. Making the award, in behalf of LBI, was Mr. Melvin B. Summerfield, Public Relations Director of the Institute.

Prior to the presentation, Mr. Summerfield addressed the University's student body and members of the faculty assembled for the award ceremony. Mr. Summerfield familiarized the students and faculty with the history, purpose and functions of the Library Binding Institute, underlining their efforts and contributions toward the establishment of accepted standards in the rebinding and pre-binding of books and, more to the matter at hand, the Institute's annual Scholarship Program established to encourage the training of future librarians.

Miss Scheerer, recipient of this year's LBI Scholarship Award, was selected from more than sixty finalists by the Scholarship Committee of Library Binding Institute. In making their selection, the Committee, under the

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Chairmanship of Mr. Zack G. Haygood, relied upon the recommendations of two nationally known librarians, Mrs. Edna Handly Byers of Agnes Scott College, Decatur, Georgia, and Mr. John Settlemyer, Director of Atlanta Public Library, Atlanta, Georgia, Miss Scheerer plans to use the award for graduate studies at Denver University this year.

To be eligible for Library Binding Institute's annual Scholarship Award a student must be registered in a library school, must be recommended by the Dean and must show a financial need. Both graduate and undergraduate students are eligible, as well as librarians doing work in a special area of research through a library school.

Members of the Scholarship Committee of Library Binding Institute include: Mr. Gerald Van Deene, W. Springfield, Mass., Honorary Chairman; Mr. Zack G. Haygood, Atlanta, Ga., Exec. Chairman; Mr. Frank M. Barnard, Medford, Mass; Mr. Oscar Schnabel, Indianapolis, Ind.; Mr. Lawrence D. Sibert, Jacksonville, Ill.; Mr. Ernest Hertzberg, Des Moines, Iowa; Mr. Otto Rausch, Syracuse, N. Y. and Mr. J. Howard Atkins, Medford, Mass., all of whom are Certified Library Binders and members of the Library Binding Institute.

Those interested in obtaining further information and scholarship application forms should write to Library Binding Institute, 10 State Street, Boston, Massachusetts.

KEEPING UP WITH THE LBI STANDARDS

LBI's office is a stamp collector's paradise. Letters come from librarians in all parts of the world. All have one thing in common — a problem in conservation of library materials. The subjects are many: What to do in case of water damage? How to prevent mildew? What to do with silver fish or other insects? How to determine a library binding budget? How to prepare material for a bindery? What is the best scheduling period? Requests for a loan of the colored slides for a local library meeting. Posters for a special library program. Standardized lettering for periodicals. Material for teaching classes in library science. Requests for information on LBI's scholarship program.

But since LBI revised the Minimum Specifications for Class A Library Binding, our mail has exceeded anything we ever experienced. Our original printing has long since been exhausted, and the second printing is on the way.

Over the years, LBI has distributed thousands of copies of the Minimum Specifications. The new Standards, based on these specifications, have been published with an

introduction containing material helpful to librarians and trustees. Librarians tell us that this material has enabled them to set up a program for an adequate preservation program in which the use of the Standards is an integral part of a definite system.

Standards for Library Binding and Pre-binding have been issued in new and separate pamphlets by the Library Binding Institute. These current Standards succeed the "Minimum Specifications for Class A Library Binding of the Joint Committee of ALA & LBI," originally issued in 1935 and later revised, and the "Standards for Reinforced (Pre-Library Bound) New Volumes," originally issued in 1938 and later revised.

The purpose of the Standards is to eliminate confusion between binders and their customers concerning minimum specifications, thus giving librarians, purchasing agents, trustees and school administrators maximum protection and assurance that they get what they are paying for when they buy library binding and pre-binding. The Standards contained in both of these new pamphlets are the result of research and study by sixty reputable library binders (members of LBI), their suppliers and customers, and are based on the proposed United States Commercial Standards which have been approved by the American Library Association.

Copies of the Standards for Library Binding and Prebinding may be obtained from a Certified Library Binder or by writing to Library Binding Institute, 10 State Street, Boston 9, Massachusetts. There is no charge for single copies. Quantity prices are available upon request.

LBI's office is at the head of State Street in Boston, not far from Faneuil Hall, T Wharf, and the piers from whence, a century or more ago, the clipper ships sailed around the world, carrying American customs to far-away places. The ships have been replaced with clippers of the air, but they travel to the same places. To Hawaii, India, Australia, the East Indies, Philippines, Africa, New Zealand, as well as to Europe, LBI has sent copies of the Standards in response to requests.

American is exporting her knowledge and skill in library binding to a degree far surpassing anything the authors of the Standards imagined.

All of which is by way of an apology to those who have written to LBI for copies of Standards, but have not, as yet, received them. As we go to press our new supply is ready and they will be mailed to you. In the meantime, if you have not requested a copy, do so now.

MARJORIE A. COOMBS,
Executive Secretary, LBI

December, 1958

The Library Binder

19th Annual Clinic for School Librarians

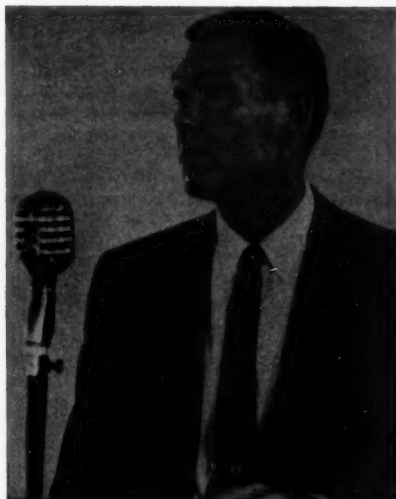
NORTH TEXAS STATE COLLEGE

JUNE 13-14, 1958

Each June the Department of Library Service, North Texas State College, Denton, Texas, holds an Annual Clinic for School Librarians. This year the featured speaker was Dr. Frank Vandiver of the History Department, Rice Institute. Dr. Vandiver is the author of the best selling *Mighty Stonewall* and five other books having to do with the Civil War. The subject of Dr. Vandiver's talk: "The Civil War: Its Theory and Practice."

The program for the second day included an early morning open house at the North Texas Bookbindery and, immediately following, a meeting was held in the Library Auditorium. Speakers at this meeting included Mr. Robert T. Motter, Jr., immediate past president of the Library Binding Institute, who spoke on "Stretching Your Budget with Proper Binding," and Mr. G. T. Hardesty, Manager of the NTSC Bookbindery, discussing "The Most Neglected Area."

The afternoon session was devoted to a discussion on "New Films In The Library Field," moderated by Miss Mattie Ruth Moore, Consultant in Library Service for the Dallas Independent School District. "Planning the School Library," "Discovering the Library," and "The Carpet Under Every Classroom" were topics of new films in the library field.



Mr. G. T. Hardesty, Manager of the NTSC Bookbindery, ponders a statement during the "question and answer" session at the close of the Saturday (June 14) morning talks.

The Most Neglected Area

by G. T. HARDESTY, NORTH TEXAS STATE COLLEGE

A Speech delivered June 14, 1958 at the Annual Clinic for School Librarians

In light of what is to be said here this morning, let me first state that I am a book-binder. Then in lesser degrees, a library teacher and a librarian. I point this out because of the title I have selected. When one points a finger to an area of neglect, there is the implication if not a direct accusation that someone or some group is responsible. And, since I have a working contact in these three areas I cannot be critical of anyone without including myself.

I would like to focus your attention to the handling of library materials by you and your patrons. It is called by many names . . . the care and preservation of books . . . maintaining the collection . . . and others, but the one that seems most appropriate is BOOK CONSERVATION.

This term perhaps needs some amplifica-

tion. I would define book conservation as the practical and responsible utilization of library materials. There are three key words in this definition which should be pointed out for clarity. The first word is 'practical.' Any approach to the handling of library materials must at first be practical. The factors of time and money alone demand that there be no fads or frills to hinder an already over-loaded routine, and that maximum use always results from any one phase of the program. Now, look at the word 'responsible.' Here is the implication that some one person holds full responsibility for the book collection and assures that control by attaining the cooperation of all others involved in the handling of materials; that this person fully understands the physical nature of materials and can detect areas that need attention as well as buy the type of services that can render

best usage. The other key word is 'utilization'. There was a time in our library history when the preservation of books was the first reason for having a library and the first duty of the librarian. The pendulum went to the other extreme in more recent years to usage with an abandon . . . that is the books were to be used and as long as they were used little thought was given as to how. Under definition I have given to you, a more deliberate and positive approach is made which neither denies the need for preserving materials nor impairs the usage and circulation of materials. Rather it accents use, but use with concern that derives the most service from each volume's potential.

In light of this definition, I state that book conservation is the most neglected area in all of librarianship. In making the statement, I would recognize some specific and outstanding programs in this area, but generally the care of library materials is a spasmodic "busyness" that is ill conceived and not well understood by those who are responsible.

This is not just a conclusion pulled from the air. It perhaps is worth while to cite but a few factors that have through the years caused, and I think justifies, such a conclusion. Here they are:

1. Librarians themselves have told me of their difficulties and inadequacies in this area.
2. I have heard reports from new librarians who have gone into public school jobs and found a collection of worn out volumes with their spines hanging to the shelf below plus a generous amount of cobwebs and dirt dobber nests.
3. I have viewed with alarm the attitudes held by some administrators that restrict a sound book conservation program. This is also true of purchasing agents and buyers. And in this connection, I hear occasionally of a principal who falls for the pitch of a high-pressure book salesman and spends a goodly portion of the library budget for volumes that instead of circulating only catch dust. Too, there is the case of their falling prey to the miracle-man who will come to the library and repair on the spot all of the books at a fantastic low price.
4. I know of librarians who are spending far too much time mending books in an effort to keep a collection going simply because the budget does not permit purchases other than new books and a few mending supplies.
5. I have talked with people who purchased what they thought to be a library bound volume when in reality it was only a dressed-up edition job.
6. I have viewed shelves with drooping and sagging volumes which in this posture were being damaged almost as much as

continued usage.

7. I have had librarians to tell me 'we do not use a binding program because it's more economical to wear them out and buy new ones'.
8. I have visited brand new schools and failed to see the wonder of the new library because dirty, torn, ragged volumes throughout the shelving demanded focal attention.
9. I have seen librarians almost tearing their hair because books were not returned, were returned damaged, or were misused by ripping out pages and articles.
10. I have performed and supervised the meticulous repairs necessary to make usable the wreckage of a volume by a boy or girl to whom no one ever taught the use of and respect for other people's property.
11. I have read a research report, published in the *Wilson Library Bulletin*, in which 340 high schools in the North Central Association were surveyed. According to self-rating by librarians in these schools as to time and attention to tasks in the daily routine, more time was devoted to opening and closing the library than to mending and binding. Yes, by their own admission more than twice as much time!
12. I have attended binders' conventions and talked with many library binders and found that while librarians have a great deal of interest in book conservation, there is a great deal of misunderstanding concerning it.

Now that the area is exposed we look around to see who is responsible. There are some who would say that librarians are entirely the cause of such conditions just described . . . that they are just not doing their jobs. I would not say that. It is true that the responsibility should be theirs, but to hold them completely responsible for this neglect is not appropriate. The librarians I know are responsible and efficient people. They know how to select and acquire materials that best meet the needs of their school, how to catalog and process for efficiency by the user . . . they know how to promote and circulate these materials. Yes, they can perform very effectively in those areas wherein they have had training.

It would appear that there is a ratio of efficiency in direct proportion to training given our library students, and one ponders the question then if there is not a void in their training . . . that somehow the library school has failed to fully equip them for assuming full administration of the library collection. There is some research to bear this out. In 1953, the Library Binding Institute surveyed 35 library schools in which 28 responded to their questionnaire. The report was published in *The Library Binder* and I quote in part:

1. Only 21 out of 28 schools devote some part of the curricula to rebinding.
2. 12 devote 2 hours or less, 7 devote 4 hours, and 1 devotes 8 hours or more to the subject per semester.
3. In only 16 is the subject required.
4. Methods used were: readings, 11; lectures, 15; demonstrations, 13; motion pictures, 2; slides, 1; visits to binderies, 6; discussions, 1.

In an attempt to find out additional information and to see if changes had occurred, I urged a student in the Spring of 1957 to make a similar survey. The results were almost identical showing that book conservation as subject matter and application is handled rather haphazardly ranging from mere bibliographies to several class periods as a unit in another course. In no case was a separate course offered, and many, in both surveys, indicated that their programs were inadequate and did not receive the attention it merited.

Does it not seem strange to you, as it certainly does to me, that so much time in the professional training of librarians goes into how to handle what is inside the book and only a smattering to what is on the outside, what it is made of, the total package? I make no intimation that a librarian should also be a bookbinder and be trained as such. But I would state that an understanding of the physical side of books is an absolute essential.

There are a great number of approaches in explaining the physical nature along with the contents of books. The one I use frequently with my Freshman class in the use of library materials is a comparison of books to tools; for just as a tool in the hands of a competent workman can produce a product or perform a task, a book likewise in the hands of a competent user can produce a product, however abstract, in the form of learning, attitudes, and understanding. Implied too, is the fact that books, like tools, need care, upkeep, and concern since they are borrowed on the same good-will basis as one borrows his neighbor's lawnmower.

However, to fully explain my point in considering the book as a total unit, I wish to use another comparison. Books are like people. My belief here becomes stronger the more I work with books. There are weak ones, strong ones; there are scholars while others are common as 'all get out'; some friendly, others irritable, some gaudy, others indecent. This is to say that like people, books have a personality. If one analyzes a few titles for content, it is readily noted that books have a mental, emotional, social and moral nature just as the human personality. It is for these aspects that the librarian selects carefully book personalities to join with human personalities in this process of education.

But also the book has a physical nature like persons. It serves the same purpose, that of housing and making mobile the personality

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within. Though the material is different, still a book has sides, shoulders, joints, a head, a spine or backbone, and some even an appendix. Just as one must accept the physical, whether gracious or obnoxious, as a part of the human personality, so must the patron accept his book personalities as provided for him by the librarian. I know of no method to date that will transfer the contents of books without being encased in the physical form of paper, cloth, glue and thread.

There is evidence of a proportional effectiveness of the personality to the condition of the physical book. The psychology of appearance plays an important role in the first impression. Even though the old adage says that you can't judge a book by its cover, we know that people do just that in much the same way we judge people by the first impression. Making the comparison from a health angle, we know that exposure to heat, cold, and dampness has its effect, that proper housing and posture are important, that a degree of safety is required for proper care. And if there is a small accident, we seek first aid. If serious, we go to a doctor or specialist for help. This is no less true in determining and maintaining the health of a book for truly its life span is dependent upon these and other factors.

Like people, books have worth. The personality of books provide service to society as does the human personality. In addition, there is a monetary value that can be affixed to books which cannot be to people. This

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value can be determined by using the average cost from the jobber per volume and adding to that the cost of getting it ready for the shelves. Just for illustration, let's use a very conservative figure of \$5 per volume and multiply that figure against a small library collection of 3000 volumes. The result of \$15 thousand dollars represents a sizeable investment . . . of tax dollars. What other department has as much? Industrial arts? Home economics? The school buses? From the monetary standpoint alone, this investment justifies some real concern and practical handling. To adopt a philosophy here of "wear them out and buy new ones" is as careless as running the school bus without concern for upkeep. But to expect librarians to know how to carry on a sound conservation program without proper training is as facetious as expecting a student to run a lathe without first giving him knowledge of its function and techniques for operation and care.

I have been rather critical up to this point; certainly I must not leave without offering some solutions to this area of neglect. And here I prescribe:

First, for the library school, a re-evaluation of course offerings in light of needs of librarians in the book conservation area. This is much more involved than it appears at the surface, and will require some fresh and practical thinking in the approach to the problem.

Second, for the librarian in the field, I recommend three steps in solving the problem:

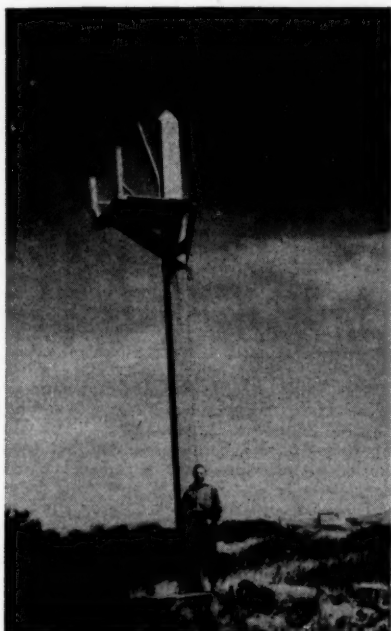
a. Develop a positive approach.

A beginning would be to analyze present routines in light of what is desirable in book conservation. Then there must be an alignment of routines toward a practical program with two points in mind: one, this is a continuous, on-going process that cannot be delegated to certain days, and two, it is not a separate program but an integral part of all other library routines. Such a program would include an area that I call 'preventive maintenance', such as providing book-marks and some sort of cover material in inclement weather, which would both extend the life of the volume and foster respect. Development of a system of communication with others who work with books, such as teachers, administrators, parents and pupils, is essential for enlistment of their cooperation.

b. Maintain a repair unit for emergency items and other volumes which it is not feasible to send to a binder.

c. Select and use a reputable library binder. Not any one or combination of any two of these steps will do the job. It takes all three to obtain practical and responsible utilization of library materials, which is the first duty of librarians and the ideal for which you and I are in this professional field.

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J. Howard Atkins of F. J. Barnard and Picture Cover Bindings poses under a breeches buoy mast where as a youngster in Provincetown he once rode the buoy to and from the ships off the coast.

From the LBI Mailbag

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Thank you very much for forwarding so promptly. We find these brochures very helpful in answering some of our binding problems, and appreciate the service offered by your organization."

Very truly yours,

"Noticed your listing of informational pamphlets in *The Library Binder* — May we have the following: (listed)

. . . Actually *that's all of them* and while I feel slightly greedy, I do need them."

Sincerely,



"On a recent visit to Israel, I saw in one of the libraries that I visited a very attractive poster entitled 'He Comes to Share The Treasure.' The poster also bears the name of the John Hancock Insurance Co.

I would very much like to receive a copy of the poster, please let me know if it is still available and if there is any charge for it."

Very truly yours,

(Ed. Note: There is no charge for this poster.)

LBI Welcomes New Members



THE LOGAN BINDERY

THE LOGAN BINDERY St. Paul, Minnesota

The Logan Bindery was founded eighteen years ago by its late and beloved owner, Mr. M. E. Logan. Originally, the firm was known as the "Old Waldoef Bindery" when Mr. Logan started out as manager in 1933. Later, when he became sole owner of the company, the Old Waldoef name was changed to its present one.

For many years prior to his unfortunate death in 1956, M. E. Logan was active in both business and civic activities. He was former President of St. Paul's Midway Lions Club, and its District Governor from 1949 to 1951; holder of two 100% Governor awards; International Counsellor, and 29 years a member of the Midway Civic Club. He was also a charter member of the St. Paulites, Inc., another of the communities leading civic organizations.

Today, The Logan Bindery is directed by the late owner's wife, Mrs. M. E. Logan, and managed by Mr. E. L. Lundblad, who has had 14 years experience in bindery work. Mrs. Logan's Son-in-Law, Mr. Willard Ekberg is the shop foreman and has been with the company for 35 years. Mr. Carl Skorseth, the bindery's gold finisher, has been with the firm for 8 years which is, in fact, the average number of years service for all other employees with The Logan Bindery of St. Paul, Minnesota.



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LITTLE ROCK LIBRARY BINDERY, LITTLE ROCK

The doors of Little Rock Library Bindery, Little Rock, Arkansas, first opened for business in mid-1946. The founders of the new bindery, Mr. W. F. Jackson and his wife, started out somewhat short on capital but long on experience.

The plant of Little Rock Library Bindery, today, is worth twenty times the amount of the original investment and, in the past two years, the company has added over \$25,000.00 in new machines alone. During this same period, the firm's volume of business has exceeded all expectations.

The Jackson's many years of book binding experience dates back to 1935 when they were both starting out with Southern Library Bindery of Nashville. Mr. Jackson later worked for Universal Library Bindery of Philadelphia and, in 1938, for the Tuscaloosa Library Bindery. The Jackson's were married while both were employed by the Tuscaloosa firm. Mr. Jackson took charge of the finishing dept. for National Library Bindery at Atlanta in 1939, and held the same position, later, with the Ketchings Printing Co. of Natchez. Then, from 1943 until the founding of their own bindery, the Jackson's worked for Arkansas Printing & Lithographing Company. To Mr. and Mrs. W. F. Jackson, Little Rock Library Bindery represents the culmination of their combined experience and association with the industry over the years.

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What is a Library?

Condensed from the June, 1958 issue of NORTH CAROLINA LIBRARIES.
by WINSTON BROADFOOT*

Being in no way a librarian, I have brazenly picked as my topic "What is a Library?" I shall readily avail myself of the excuse of ignorance for whatever misinformation I dispense, and most assuredly shall plead prejudice for those comments that are even wider of the mark.

In thinking about this topic, three kinds of libraries arbitrarily come to mind. First there is the library of the individual collector, frequently referred to as a private collector for reasons I have never understood. Most individual collectors make no attempt to read all they collect; indeed their most prized book will often be an unopened copy of some rarity. When Henry Folger was in his heyday collecting Shakespeare folios, he bought most of them that came on the market, regardless of duplication, and, frequently without as much as a glance, stuck them in his various storage vaults and safety deposit boxes.

University libraries are vastly larger but more readily understood. Colleges need a quantity of books to be used in educating the student body. This requirement is considerably larger when the school also has a graduate program. Present estimates are that a university library doubles in size every sixteen years, and some interesting planning is now going on about ways to handle this mass of multiplying material.

Before mentioning the local public library, I want to suggest a common denominator between the individual collector and the university: each has a specific need and a goal to reach. For the individual this shifts at times, and it is purely personal and partly psychological in its roots. There is less shift in the university library, just the constant headache of finding the money, the personnel, and the housing for the expanding output.

What, now, can be said of the local library in terms of need and goals. Your readers are not working against an assigned curriculum nor are they involved in the esoterics of graduate study, yet something better than the whim of the individual collector must be your guide. At the outset a basic problem of policy must be settled: will your library give the people what they want or what they should have? To go the first route is to be a politician, and the second amounts to playing God. The horns of this dilemma do not meet, and there can be no compromise. Let's be specific here. In the past six months your library probably has been unable to keep *Peyton Place* on the shelf while *The Brothers Karamazov* collected dust. Yet no amount of demand and

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no length of years on the best seller list will convince me that *Peyton Place* is the better book.

Of course we cannot ignore the contemporary scene. After all, for better or worse, it's our moment in time, and we had better know something of it, from best sellers to motivation research. But the contemporary scene is not all there is to it. If our head is in the clouds watching sputniks, so is our tail tied to the tree of history and, in a given era, we aren't going to move too far. We need remember that from history we get perspective, and in books we can find the better part of all recorded events and thoughts of our past. In fact it is only because of books that we have been able to pass on the accumulated information from generation to generation and experience what we dubiously call progress. So make your library go back. Have in it much of man's history and most of the milestones of great authorship. Budget-wise and spacewise this is not as large an undertaking as you might suppose.

In this do not misunderstand me as saying the housewife and her contemporary reading

are to be frowned upon. Who are we to say that reading should be for profit and not for pleasure? Sometimes this question gets answered by an abortive attempt to show that pleasure is in reality profit. There is a kind of reading that doesn't increase our knowledge, doesn't save us from anything — it just gives pleasure. In poetry it may be an idea beautifully expressed or it may be the exquisite harmony of the lines. Either way, there is a tingle, a sensate response to mere words. What's it worth? I don't know, but the people who experience it are furthest removed from our animal ancestors. While we're pushing progress we would do well to cultivate this essentially aesthetic quality. It isn't poetry alone that comes within this nebulous realm; fine fiction does, and the lost art of essays. Traces of this aesthetic quality can be found in outstanding writing on almost any subject.

There is another, more dangerous piece of folklore that is compatible with but does not rise from the statistical approach. I refer to the insistent attempt to consider individuals as though they were so much homogenous mass. In 1948 there appeared a weighty statement on library objectives. One objective was to promote "democratic attitudes and values," among which was "understanding the democratic processes of group life." Let us have a brief look at the democratic processes of group life.

In our schools virtually nothing is done for the child with the superior mind, the so-called gifted child; he atrophies as he moves along at a pace far below his capabilities in work that is less than challenging. It is considered undemocratic and might hurt some feelings, even of parents, if we establish sections of a grade and place children according to their capabilities. Democracy as a way of political life is the best yet devised, but it has little to do with educational processes or the world of fact.

The News and Observer carried as a joke several Sundays ago a story that comes too close to being true. Johnny bought a small rabbit to his first grade teacher. Appropriately enough, the teacher took time to explain to the class something about rabbits. A small hand went up in the back of the room and one moppet wanted to know whether it was a boy or girl rabbit. The teacher blushed and tried to carry the class back to the land of carrots, but the little fellow persisted till the teacher gave up and said she didn't know. "I know how we can tell," said the little boy, "we can vote on it."

Those of us who have a concern about this waste, this destruction, of our more intelligent youngsters, face an up-hill fight. The idea that democracy should submerge the individual in the group is curious fallacy. It appears to me plain enough that democracy,

properly conceived, exalts the individual, not the group, and I would think an educational system which challenged each child to the maximum of his capabilities was not at odds with that concept.

You may have seen figures released by the State Superintendent of Public Instruction, figures showing that only 25% of our high schools offer both physics and chemistry and that last year only about 20% of the white high school students took a mathematics course beyond elementary algebra. In part this is the result of the elective system, another example of democracy in education. Adolescence is still the time for guidance, for imperatives if need be. It is a time when the netting urge takes hold and one begins to awake to life. So, too, the nestling urge. The response to space travel and Elvis Presley can be frighteningly vigorous. Each generation makes for itself a new world, and these adolescents, as always, are out to show us what old fogies we are. Let them. Encourage them. The schools must make a better beginning but your library must go further. Fill your shelves with every conceivable book on science that can catch their fancy. The issues that hang in the balance on what captures the imagination of our young people are terribly important.

In our rush to equate all things, we have evacuated the seat of judgment, and I suppose

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there will come a day when the most that can be said, to paraphrase George Orwell, is that "all things are equal but some are more equal than others." Library services, I readily grant, should extend as far as they can go in both directions, though I have my reservations about what books might have "richness of appeal" for the "ill-educated." Are we afraid to come right out and say which is the more meaningful job, nursing the dolt or stimulating the genius? Let's do both, but heaven help us, let us not say there is the same achievement, the same statistic, if you will, in each. "From the social point of view" is a favorite phrase these days and, though it is not the perfect test of all our actions that some would have us believe it can be used to justify whatever attention we choose to bestow on brains. From the rest of us, the keen, dedicated mind is due all honor and perhaps a few prayers.

For all that's been said about profit and pleasure in books, nothing avails unless your library has membership and that membership checks out books. If the staff is too busy, some of your membes could volunteer to go into the city and county schools to explain about the library and make a determined drive for young readers. In some places school buses bring them in, classroom at a time, to see the library. When this is done a heavy proportion of students are inside the building for the first time. I cannot emphasize enough, by hook or crook, get these children signed up and see that they take out at least one book each when they join. You might try National Book Week for adult membership. I'm going commercial just enough to say that a library can and should be sold to a community.

Tonight I have said much in argument against the statistical approach, against the criterion of quantity instead of quality. Now comes the time for a confession: much of what I said was based on information gathered by librarians, statistics, no less. Here are a few:

Almost half of the adult population of the United States reads no books at all in a given year. Of those who do read one or more books a year, 75% read mostly fiction. The figure is 50% for those who read only fiction. If we limit the statistic to public library use on the same basis (those who check out at least one book a year) then 18% of the adults and slightly less than half the children are public library users. For adult and child alike, the public library furnishes only 25% of the books read. Children get a higher per cent of their books from school libraries and adults a higher per cent from purchase and home libraries.

The smaller the town, the higher the per cent of fiction circulated to adults by the public library. In Hendersonville probably 75% of total adult circulation is fiction. "What

kind of fiction?" is a question worth asking. If we classify fiction into three quality grades — (1) high: classics, standard titles with an established literary place, (2) moderate: significant contemporary novels, and (3) low: popular stories, including mystery, western, and love stories — some startling facts appear. Five per cent of the fiction read is of high quality, 7% of moderate quality, and 88% of low quality.

Children present a brighter picture. Those under 15 years of age make up about one-sixth of the total population, yet they account for one-third of library membership and almost half of library circulation. In a typical library, children's books account for only 25% of the library holdings. We have little breakdown on what kind of books children check out, but we do have good news about what kind of children are library users. They average about six months in advance of their grade, the best guess being that the child was already more intelligent when he came into the library. In any event, the brighter children use the public library.

Our goal is clear enough. Beginning from our present position, we must work in two directions. Years ago the psychologists proved that the peak of our ability to learn is not reached until we are about 25 years old, that it holds level for many years, and diminishes only gradually in the twilight of life. As adults we need to be more ambitious and, as Friends of the Library, you can have a hand in this up-grading of our reading habits. The frequently heard cry of alarm against the best seller, often stemming from stuffy pretentiousness, is not the answer. Whether we read the best seller or not, we must go beyond it and read more in the field of fact and more in realms of really creative writing.

But whatever we may do, the real hope is in our children. We may become intelligent observers in this new world of science, but the present generation of children will be the creators of it and the master pilots. The suggestion that you drag them by the heels into your library bears repeating. And be sure their multitudinous book wants are amply supplied through good counsel and encouraging atmosphere.

This is a mission freighted with more urgency than ever before. Your real triumphs you may never know. Some day there will be a man, eminent in a field of critical importance, who recalls his beginning, perhaps only to his wife by the fireside at evening: "Once I had a friend." Let the mundane statistics pile up, but take no notice of them. Use your imagination, encourage the young — and you shoot for the moon. You and I will never make it, but they might.

*Director of the George Washington Flowers Memorial Collection, Duke University, Durham. This paper was read before the Friends of the Library, Hendersonville, earlier this year.

The Economic Approach

Continued from page 6

lishers who then bind the books according to the standards and carry them in stock ready for purchase as a complete unit by schools and libraries. Most prebound books that are stocked for sale are juveniles.

Now to compare the wearing qualities of volumes prebound according to the standards and those bound in edition or publishers binding including some that have been advertised as library binding. A nationally known independent testing company conducted a series of tests on a number of titles that were identical except for the binding. Exact copies of the results of these tests are available from the Library Binding Institute. A number of the volumes tested are on display here at this meeting. The results of these laboratory tests clearly show that books bound according to the Standards for Pre-library Bound New Books will withstand the use of at least four times the number of circulations that even the reinforced publishers binding will withstand.

How many different ways can you purchase juvenile books for your library and what are the costs to you and eventually to the taxpayer in each of these different ways? First, we must determine what is the true cost to the library? Is it the original cost of the book? I do not believe this is the true cost. Your cost can only be figured by the number of times these books are used in library service so the true cost can only be figured by the actual cost of each use or circulation in your library. The figures I am going to quote to you do not take into consideration the cost of acquisition, cataloging, book pockets, and other preparatory work that you do in your own library. The cost of these operations no doubt vary considerably from one library to the next but I do know that one library conducted a cost finding survey and determined that the cost in this library averaged 78 cents a book. In some places the cost goes as high as \$2.00. I know this cost amounts to a considerable amount in every library.

Now the average publishers list price on all books that we have shipped to public and school libraries during the first six months of this year is \$2.50, and for the purpose of this comparison this average list price will be used. You can purchase your juvenile books in the original publishers binding and in most cases your library would receive a 30% discount from this \$2.50 price making the net price in publisher binding \$1.75. Not long ago at the request of a joint committee of librarians and library binders the Library Binding Institute made a survey. Librarians reported that in the case of juvenile books they would circulate not more than 10 to 20 times when purchased in publishers bindings before falling out of their covers. For this

comparison we will use the maximum number reported. The book costs \$1.75; it circulates 20 times, so we divide \$1.75 by 20 and find the cost of each use was 8.7 cents. If you discard the book and buy a new one to replace it, this is your cost of the book to your library — 8.7 cents for each use.

You can, of course, send the book and have it rebound in library binding unless some of the pages have been lost during this first 20 circulations. The cost of rebinding will range from \$1.40 to \$2.00, depending on the size of the book, and will add about another 70 uses or circulations to its usefulness. To get the total cost of the book and the binding we add the original cost of the book, \$1.75, plus the cost of rebinding which will average at least \$1.45 and find the total to be \$3.20. We add the original 20 circulations to the 70 additional after rebinding, and we get a total of 90. We divide the total cost of \$3.20 by the 90 uses and we find our cost per use to be 3.5 cents, which is less than one-half the cost of discarding after the publishers binding has given way. Remember this does not take into consideration the cost of taking the book out of circulation or the cost of returning it to the shelves or the cost of the additional book pocket.

This same book with an average list price can be purchased prebound according to the Library Binding Institute standard for pre-library bound new books for \$2.83. It will have built into its binding strength enough to last a full life time of the paper in the book. The same survey that I mentioned before made among librarians indicated that books in these bindings delivered to the library from 85 uses or circulations to 150 uses or circulations, varying according to the type of paper on which the book was printed. Let's put the average low at 90 uses, the same that we used for the combined use of the book in publishers binding plus the uses after rebinding. We must then divide the total cost of the prebound book, \$2.83, by 90 uses or circulations, and we find the cost per use to be 3.1 cents. This is a saving of 65% of the cost of buying the books in publishers binding and discarding them after that binding has served its usefulness. If you have the book rebound your cost per use was 3.5 cents or 13% higher than if you had purchased it prebound originally.

There are also other considerations to be made. You will see books advertised as prebound books that are not bound according to the Library Binding Institute standard for pre-library bound new books. As in any product, books can be bound a little cheaper and sold for a little less and they may even look very similar to one who is not familiar with the product.

We have established that the average book purchased prebound according to the Library Binding Institute standard for pre-library

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bound new books will cost an average of not more than 3.1 cents per use. When anyone cheapens an article they take from its strength, its attractiveness, or some part of that article, and they take from the amount of usefulness that can be obtained from it. If the binding is cheapened, you receive fewer circulations than you would from the standard prebound book. You should then be able to purchase that book for as much less than the standard book as the number of circulations lost, multiplied by, the standard cost per circulation. If 10 circulations are lost you should be able to buy the book for as much less than \$2.83 as ten times 3.1 cents, which is 31 cents less than the standard prebound book, or \$2.52. To compare values the book bound according to the standard will deliver at least 90 circulations and cost \$2.83 or 3.1 cents for each use. A book bound in a less quality binding that will deliver only 80 circulations at 3.1 cents for each use should cost your library no more than \$2.52. You will find them priced from \$2.75 to \$2.85 making the cost per use more than the book bound in the high quality binding.

The business of conducting the service of furnishing prebound books to schools and libraries is no longer a small operation. When we started in business in 1920 our total investment for machinery was \$2,193.21. It is true that these were mostly hand operated machines. Since that time there have been developed, adapted, and sometimes built from imagination, machines to build the books better and to keep the cost from increasing. In some cases they have decreased the cost to you. Many of these machines were developed and adapted and, yes, some of them built, in our own plant. Our capital investment of production machinery at this time is over \$200,000, but the cost of prebinding a book to you has been reduced in the last four years by 4 cents a volume. This is true although our wage scale has increased each year, and the cost of materials has increased steadily.

The progressive prebound book jobber today must be able to furnish any book of any publisher in a library binding. He must be able to purchase in sizeable quantities juvenile books from more than 60 different publishers and have the facilities available for the binding and storing of more than 14,000 different titles. He must be able to deliver these prebound books in a manner that compares favorably with any good jobber of publishers editions. We have found that this requires the carrying of more than 400,000 books in stock which we must own.

Within the past year our firm in the interest of the conservation of books in libraries conducted a national poster contest. Entry posters were received from more than 6,000 children in every state in the Union, in Alaska, in Hawaii, and from some of the Armed Services Libraries overseas. Conducting a contest of this kind is expensive, but we feel that we

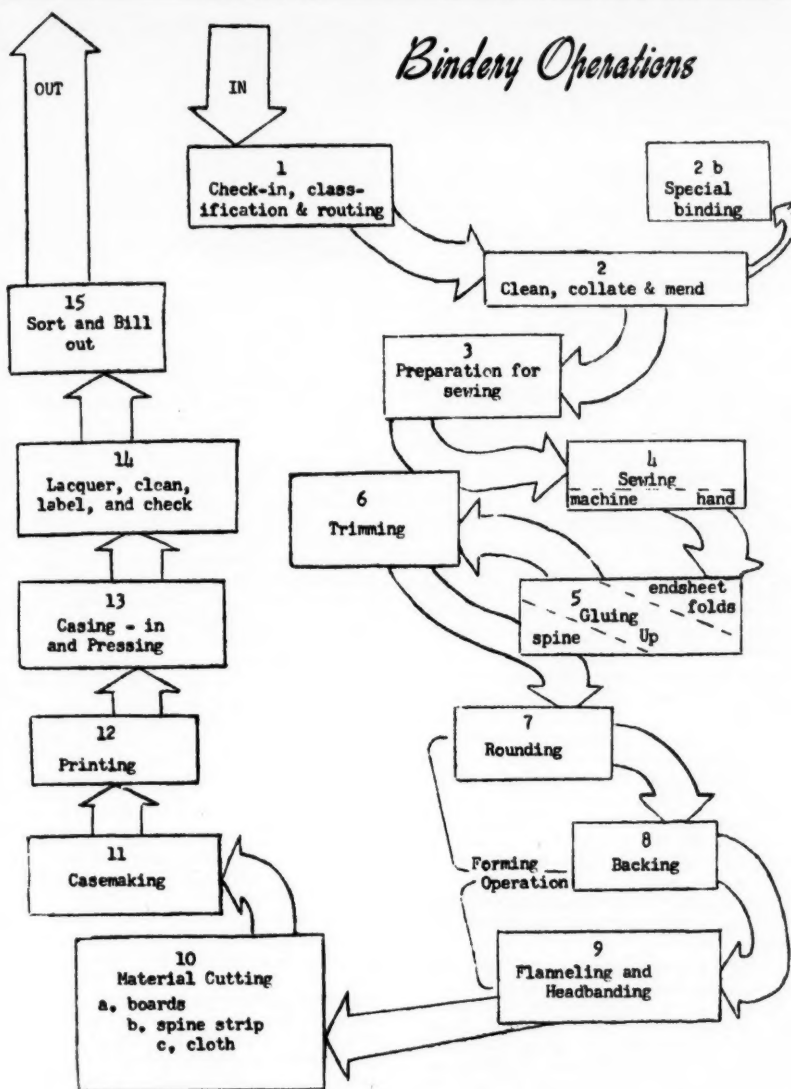
are a part of the school and public library world and we are anxious to do anything we can for the benefit of these libraries. It was our belief that an educational program was needed to help teach the children to care for the books in public and school libraries. From the response we had in this poster contest and in the mail we have received since the poster contest, there seem to be a great many teachers and librarians who feel the same way.

From the suggestions we have received since the end of this contest we have further stimulated an interest in book conservation by making up souvenirs which we have been handing out at various library conventions and bookmarks which we have been sending out to schools and libraries in limited quantities. We will make these bookmarks available in large quantities to schools and libraries at actual printing costs. They are made from the posters that we received in this contest. All of this promotion has but one objective — the saving and conservation of books. Can you imagine how many dollars could be saved if each book in a large library could obtain only one more reader?

Progressive modern library binders and prebinders are always ready and anxious to cooperate with librarians in the developing of new ideas for library binding, or in trying to improve any part of their service. With closer cooperation we should be able to convince the publishers that they should allow more back margins in their books. We should also be able to convince them that they should use a better grade of paper. They need to develop a paper that would not be so easily soiled. We want to help in solving these problems and with the help of librarians we know we can.

It is difficult to predict exactly what changes the future will bring to library binding and prebinding. I am sure there will be changes. Probably the next big development will be a cover material that is even stronger than heavy weight buckram but lighter in weight and less clumsy. Experiments are now being conducted in our plant and in some libraries, and if they are successful you will be hearing about this material within the coming year.

Perhaps at this point some of you are wondering what books you should buy prebound for your libraries and what books you should buy in publishers binding. It is obvious that some books do not need sturdy library bindings. Reference books, remote subjects, or books that do not have popular appeal are examples of the types of material that do not require the investment of prebinding. After very careful consideration of the comparison of the cost per circulation between the different methods of purchasing, I am sure you will find your library will be money ahead if you purchase all juveniles that have popular appeal prebound in the best quality library binding available.

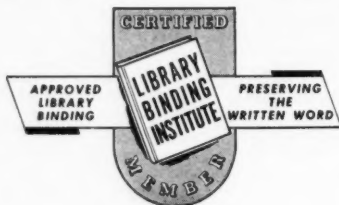


From my notes made at French Lick, I discover a statement of a "need for definition of library binding operations." I have attached a flow chart of our own operations which we have used for 8 years in instructing, training and supervising our bindery and class in binding. It defines as well as simplifies our over-all management. True, operations are not as clear-cut and separated as they are pictured; i.e., in station 3, preparation for sewing is performed partially at

station 2 (removal of old cover, staples, stripping), at station 6 (clipping off old spine, stacking and gluing narrow strip on spine), and at station 4 (sectioning and sorting for needle size); all of these sub-operations combine to make up a major operation in binding. All 41 of the binding steps, according to the LBI chart, are in this diagram.

George Truett Hardesty, *Manager*
North Texas State College Bindery
Denton, Texas

What this Seal Means to a Librarian



For about a quarter of a century librarians have looked for the seal of a CERTIFIED LIBRARY BINDER when purchasing library binding and prebinding. It has stood as a symbol of quality and reliability.

To become a Certified Library Binder, a binder must meet the following requirements:

1. He must be able to produce work in accordance with the LBI Standards for Re-binding and Prebinding (which are revisions of the Minimum Specifications for Class A Library Binding of the Joint Committee of ALA and LBI).
2. He must carry insurance adequate to protect the property of customers entrusted to him.
3. He must have furnished satisfactory references from librarians for whom he has done work, and satisfactory bank references to indicate responsibility.
4. He must subscribe to the Federal Trade Commission's Fair Trade Practices Regulation for the Library Binding Industry, issued at the request of LBI, which establishes a high standard of ethical dealings between binders and their customers, and among binders.

Certified Library Binders may be large concerns or they may be small. Certification relates only to the ability to do work of a quality necessary for library use, but not as to productive capacity of a plant. Therefore, it is up to the individual library to determine for itself whether the bindery is able to handle the particular quantity of work it wants to have bound.

For many years, LBI has had a FREE EXAMINATION SERVICE available only to librarians, whereby volumes are examined by a distinguished panel of librarians to determine their adherence to the specifications called for in a contract. Many thousands of volumes have been examined under this procedure and it has been of great value to the library profession in assuring that a library obtains what its contract requires.



Zack Haygood, prominent library binder of Atlanta, awards Haygood Trophy to top team in Georgia Elks S. E. Tourney.

SERVICE UNSURPASSED

Reprinted from THE BOSTON GLOBE,
Aug. 15, 1958

On Monday morning, Frank W. Buxton, former editor of the Boston Herald, will begin his 30th year as an unpaid trustee of the Boston Public Library. This tenure of office has been exceeded only once in the 100 years of the library's history. But for conscientious attention to duty, for fine-grained Yankee good sense, Mr. Buxton, in the opinion of his colleagues and Dr. Milton Lord, the library director, is unsurpassed.

He retired from active journalism in 1946 at the age of 70 with a record of honors and public service to fill two lives. Today he finds himself busier than ever. His scholar's mind was not made for rest and his civic pride would chafe in idleness. The city is fortunate to have his counsel and his unflinching service.

ROLE OF THE LIBRARY TRUSTEE

by ROY F. MILLER

Reprinted from THE IDAHO LIBRARIAN

It is most interesting to note the events that tend to shape our destiny or rather put us in position to take upon ourselves obligations for which we may not necessarily be fitted. It was only a few weeks ago that I spent a rather pleasant afternoon at Sun Valley. It was my privilege to become acquainted and associated with a very fine group of people. Out of this association came my election to the presidency of the Idaho State Library Association, Trustees Section.

If the Trustees Section of the Idaho State Library Association is to contribute anything of value to the association; and thus be of particular use to those of us who act in the capacity of library trustee or a friend of the library, then we can only progress and become more useful to our libraries by an exchange of ideas.

The most important decision any library trustee must make is to decide just how far

the authority of the trustee may go in the operation of the library he may be serving. It must be remembered that the Board of Trustees of any library is in the position similar to the Board of Directors of a corporation. This board is responsible for the operation of the library in such manner that the community is adequately served at the most economic cost to the patrons or taxpayers. This can only be accomplished by the adoption by the Board of Trustees of a program which is understood by the librarian and his staff. This program then is carried out by the librarian. After all, the trustees can not become executive officers in the operation of the library. The trustees' duty and function is that of establishing policy and effectively carrying out such policy. Under the statutes of the state of Idaho by which library operation is governed there are certain statutory duties of trustees. I am sure all are familiar with these.

One of the biggest jobs the trustee has is the matter of Community Relations. In the matter of budget preparation and presentation alone the trustee can aid materially. It is the responsibility of the trustee to see that the budget is properly presented to the City or County authorities. It is also the function of the trustee to see that relations are maintained with state officials — both elected and appointed.

The trustee must remember that he is serving as a representative of the taxpayer in the operation of the library. It is the responsibility of the trustee to see to it that administration of the library is sound and proper. If the trustee will fulfill this one duty of administration and do it well, he will have contributed greatly to his community generally, and his library in particular.

Mr. Roy Miller operates an insurance agency in Pocatello and is Chairman of the Board of Trustees of the Pocatello Public Library. He recently was elected Chairman of the new Trustees Section of the Idaho State Library Association.

BRITAIN'S LARGEST LIBRARY BINDERY by EARL W. BROWNING

The dream of every library binder is to receive fiction, non-fiction and periodicals in such quantity that each class can be run through the bindery practically as edition binding. The Bellevue Bindery, Dunn & Wilson, Ltd., of Falkirk, Scotland, has realized this dream.

Started in 1909 by Mr. Hugh Dunn and Mr. W. T. Wilson it has been carried on and enlarged by the four sons of Mr. Dunn, John, George, Charles and Hugh. At present it comprises the central bindery at Falkirk together with branches at Leeds, Huddersfield and Edinburgh.

Binding consignments are collected by the truck drivers who deliver the fiction to the Leeds branch, where it is run through in lots of 5000; non-fiction to the Falkirk bindery to be handled in lots of 3000; periodicals for the Huddersfield branch; and, juveniles for the Edinburgh bindery.

The bindery at Falkirk turns out about 10,000 volumes a week. The Leeds and Huddersfield branches although smaller turn out about 15,000 rebound volumes per week. At the Falkirk bindery odd sizes of non-fiction, those needing special attention and newspapers are handled in a separate department. About 700 people are employed in the four binderies.

Rebinding is not done according to the high standards of American Certified Library Binders Specifications. Instead of sanding the back of the fold each fold is reinforced with a narrow strip of paper, resembling gummed mending tissue.

To give ease in handling bound newspaper volumes a leather handle, comparable to a suitcase handle, is fastened vertically to the spine of the volume. The fore edge of the volume is kept from bulging or slumping by a narrow canvas strap attached to each edge of the cover and drawn tight through a buckle.

Fine binding is done in a separate department by six young men specially trained for this work. They turn out excellent tooled leather bindings to match existing sets and exquisite fine bindings for volumes to serve as presentation copies.

The binderies are very well lighted and ventilated. Material to be bound is routed through the bindery with little or no back tracking. Work tables and benches are close enough to prevent waste of time or effort in moving work along but there is no overcrowding.

The work week is 43½ hours. Twice daily the radio program "Music Whilst You Work", is piped in. Each morning and afternoon the employees go in shifts to a ten minute tea break. Sick and pension benefits are in force.

Not far from the Falkirk bindery is its Recreation Club supported by the firm and the employees. It consists of a substantial stone house and small conservatory, back of which is a small putting green, tennis court and large garden. The house contains a medium sized auditorium and stage for dramatic and musical performances by club members. Other rooms offer space for a commissary, billiards, darts and table tennis.

These pleasant working conditions have made it possible for the bindery to secure a high type of employee. The turnover in staff is very small. One member has been with the firm since it started, lacking one year. Several have completed ten or more years of service.

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